Shires Multi Academy Trust
1366 Evesham Rd, Astwood Bank, Redditch, B96 6BD
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Shires MAT Attendance Policy 2026-2027 (Primary)

Policy Name: Shires MAT Primary Attendance Policy 2026-27	**Policy Reference: MAT-SP21**
Owner/Reviewer: Mr Jack Worton, Trust Safeguarding and Attendance Lead	**Review Date: July 2026**
Approved by: Mr Lee Gray, MAT CEO	**Approval Date: September 2026**
Mr Mike Thake, Chair of Trust Board	**Review Frequency: Annually** **Date of Next Review: Summer Term 2027**
Local Details - Key Contacts, Appendices Reviewed: Claire Martin, Headteacher and DSL	**Review Date: September 2026**
Approved by Local Governance Committee:	**Approval Date:**

Safeguarding Statement: The Shires Multi Academy Trust holds safeguarding at the core of its culture and fully recognises the risks associated with poor attendance. It is therefore policy and procedure that pastoral, safeguarding and attendance teams work in constant liaison through supportive, targeted and relentless intervention to reduce and alleviate any potential concerns, through effective early help and inervention.

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Local school attendance information

Each school must complete every yellow field before local adoption and publication.

School name	Feckenham CE Primary School
School address and website	School Ln, Feckenham, Redditch B96 6QD Feckenham CE Primary School – With God we grow to live life in all its fullness
Headteacher	Tanya Howarth
Senior Attendance Champion	Tanya Howarth
Day-to-day attendance contact	Nicola McElvaney
Contact for detailed attendance support	01527 892756
Absence reporting procedure	01527 892756 (preferred) office@fps.shiresmat.org.uk
School day	8:30 (YR-6)
Morning register	8:30am closes at 9am
Afternoon register	13:00pm closes at 13:30pm
First-day response and escalation	Unexplained absences are followed up on the first day by telephone contact with parents/carers. Where contact cannot be established, additional safeguarding measures may include further calls, emails, home visits or liaison with external agencies.
Attendance promotion and recognition	We recognise that, due to the age of our pupils and the individual barriers some children and families may face, attendance is supported through a personalised and inclusive approach. We avoid strategies that may single out children or create negative feelings amongst peers. Instead, we work closely with children and families to understand barriers, celebrate progress, and encourage positive attendance through supportive relationships and individualised support.
Early-intervention trigger(s)	Attendance is monitored regularly. Early intervention may be initiated where attendance patterns become a concern, punctuality declines, repeated absences occur, or attendance falls below expected levels. Further details are outlined in Appendix 1.
Local authority code and support	Worcestershire County Council's Education Engagement (Attendance) Service can provide additional support where required. Further information is available from Worcestershire County Council's Education Services by clicking here

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Phase-specific local contacts:

- **Class Teacher**: First point of contact for attendance concerns, welfare check-ins and support.
- **Mental Health Lead**: Support for families experiencing barriers to attendance or requiring Family Help assistance.
- **SENDCo**: Support for pupils whose attendance may be affected by special educational needs or disabilities.
- **Designated Safeguarding Lead (DSL)**: Tanya Howarth, for attendance concerns linked to wellbeing, safeguarding or emotional health.
- **School Office**: 01527 892756| office@fps.shiresmat.org.uk for reporting absence and attendance enquiries.

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Introduction

Our ambition is the highest possible attendance and punctuality for every pupil. There is strong statistical evidence to show that pupils who attend regularly are more successful in school, make greater progress and are more likely to achieve their academic potential. The table below highlights the link between attendance and learning:

If attendance over the school year is...	...the pupil will miss this many days	...and this many sessions
100%	0	0
95%	10	20
90%	19	38
85%	29	58
80%	39	78
75%	49	98
70%	58	116

In addition to the academic reasons for attendance, national research also shows:

- Children with poor attendance make less progress than their peers.
- Children with poor attendance can struggle to make strong social connections and friendships.
- Children with poor attendance are more at risk of safeguarding issues, including bullying and exploitation.

The Shires Multi Academy Trust (MAT) values achievement of every kind and believes that we all respond well to having high expectations placed upon us.

This policy has been updated with regard to the Department for Education statutory guidance *Working together to improve school attendance (July 2026)* and the School Attendance (Pupil Registration) (England) Regulations 2024.

Legal framework and scope

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational needs they may have. Parents who choose to register their child at school have a legal duty to ensure that the child attends regularly. Regular attendance means attending every day the school is open except where a lawful reason applies.

For this policy, “parent” includes every natural parent, whether married or not; anyone with parental responsibility; and any person who has day-to-day care of the child. The school and local authority will identify the adult or adults most appropriate to work with in each case.

This policy applies to every registered pupil, including pupils below or above compulsory school age where relevant. It should be read with the Trust safeguarding, behaviour, supporting pupils with medical conditions, SEND, alternative provision, children missing education and elective home education arrangements.

Responsibilities

Although the legal responsibility for regular attendance at school rests with parents/carers, we regard the encouragement of good standards of attendance as a partnership with families designed to support the development of each individual pupil’s potential. Attendance is everyone’s business and cannot be the responsibility of one member of staff alone.

If parents/carers have any concerns about their child’s attendance, or believe there are barriers preventing attendance, they should contact Nicola McElvaney on 01527 892756 or

office@fps.shiresmat.org.uk More detailed support is available from Tanya Howarth, Headteacher on 01527 892756 or thowarth@fps.shiresmat.org.uk

Parents and carers are expected to

- ensure their child attends every day the school is open, arrives on time and is ready to learn;
- avoid keeping their child away from school for minor ailments when they are well enough to attend;
- arrange routine medical, dental and other appointments outside school hours wherever possible;
- not take holidays during term time and request any leave of absence in advance;
- report an unexpected absence on the first day, by the method and deadline shown in the yellow local information table, giving the reason and expected return date;
- maintain contact on each subsequent day of absence unless the school agrees another arrangement;
- provide up-to-date contact details and, where reasonably possible, more than one emergency contact;
- work with the school and wider services to address barriers and engage with offered support; and
- inform the school promptly of changes of address, family circumstances, medical needs, SEND, caring responsibilities or other factors affecting attendance.

Pupils are expected to

- attend every day and arrive punctually, ready to learn;
- attend every class session;
- tell a trusted adult, such as their class teacher, if something is making attendance difficult;
- take part in agreed attendance support and reintegration plans; and
- complete or catch up missed learning in an age-appropriate way with the support of school staff.

The Trust Board and Local Governance Committee will

- promote attendance across the Trust's ethos and policies and set high expectations for leaders, staff, pupils and parents;
- ensure school leaders fulfil their statutory duties and that attendance work is appropriately resourced, including use of pupil premium funding where applicable;
- review attendance, persistent absence and severe absence data regularly, including key cohorts, and challenge the impact of improvement strategies;
- ensure staff receive appropriate attendance training and that effective practice is shared across schools;
- support collaboration with the local authority School Attendance Support Team, other schools and wider partners; and
- consider appointing a trustee or governor with a particular focus on attendance.

The Trust Safeguarding and Attendance Lead will

- set Trust-wide expectations, support and challenge schools and evaluate consistency and impact;
- analyse patterns across Trust schools and ensure effective practice, staff and resources are shared where appropriate;
- provide strategic reporting to the Trust Board and coordinate with local authority and regional partners; and
- ensure the Trust policy and school-level arrangements remain aligned with statutory guidance.

The Headteacher and Senior Attendance Champion will

- set a clear vision for improving and maintaining good attendance and make it central to the school's culture;

- establish, resource and evaluate effective systems for recording, following up and improving attendance;
- ensure responsibilities are understood and consistently followed by all teaching and non-teaching staff;
- maintain a strong grasp of attendance data and focus action on individual pupils and cohorts requiring support;
- liaise with pupils, parents, the local authority and external agencies; and
- report regularly to the Local Governance Committee and Trust.

All staff and attendance staff will

- complete registers accurately and promptly and never record a pupil as present unless physically present at registration;
- follow up first-day unexplained absence as soon as possible using the school's published process;
- treat unexplained or unexpected absence as a potential safeguarding concern and escalate in line with risk;
- communicate high attendance expectations consistently and listen to pupils and families about barriers;
- use the information provided to class teachers and leaders to support conversations and intervention;
- record and share relevant actions so that support is coordinated and its impact can be evaluated;
- challenge regular lateness and make reasonable adjustments where required; and
- refer pupils requiring wider support to the appropriate school, local authority or partner service without avoidable delay.

Day-to-day attendance processes

- The morning register will be taken at the start of the morning session and the afternoon register once during the afternoon session, at the same published time for every registered pupil.
- The register will be kept open for the same length of time in each session and never for more than 30 minutes. Earlier voluntary provision, such as breakfast club, is not part of the morning session.
- Late arrival before the register closes is recorded as Code L and counts as present. Arrival after the register closes is Code U unless another absence code more accurately applies.
- Where no reason is known when the register closes, Code N is used. The school will establish and enter the correct code as soon as possible and within no more than 5 school days; if no reason is established, Code N must be replaced by Code O.
- Unexplained absence will be followed up on the first day. Continued unexplained absence will lead to further calls, checks, home visits and/or safeguarding referrals according to the child's circumstances and risk.
- Parents will be informed regularly about attendance and absence in an understandable way, including time missed and impact on learning rather than relying only on headline percentages.
- Regular meetings will be held with parents of pupils who are vulnerable, persistently absent or severely absent, and pupils will be supported to return after lengthy or unavoidable absence.
- The school will also review attendance patterns by class and year group, including transitions between early years, key stages and feeder settings.

Authorised and unauthorised absence

Legally, schools are required to distinguish and report authorised and unauthorised absence. The school, not the parent, determines the appropriate statutory code from the facts available. A parent's explanation does not automatically require the school to authorise an absence.

Lateness and punctuality

We believe that pupils need to develop good habits and be on time for school. The local start and register-closing times are shown in yellow at the start of this policy. Patterns of lateness will be discussed with the family and support or proportionate consequences used in line with the school's behaviour arrangements. Code U is an unauthorised absence and can contribute to the national penalty-notice threshold.

Illness, medical appointments, health needs and SEND

Code I is used where a pupil cannot attend because of physical or mental illness. Schools will not routinely request medical evidence and will not operate a blanket rule requiring it. In most cases, a parent's notification can be accepted. Reasonable evidence may be requested where there is genuine and reasonable doubt about authenticity or to understand and support prolonged, complex or recurring illness.

Where evidence is needed, the school will first speak with the family and will be flexible about its form. Evidence may include prescriptions, medication, appointment information or, where an ongoing condition is clinically managed, correspondence from a health professional. The school will avoid creating unnecessary pressure on health services.

Medical and dental appointments should be outside school hours where possible. Where this is not possible, Code M may be used for the minimum necessary time after leave has been granted; pupils should attend before and/or after the appointment where practicable and follow the school's sign-out procedure.

The attendance ambition is the same for pupils with long-term health conditions, SEND or disabilities, while recognising that additional support and reasonable adjustments may be required. The school will work with the pupil and parents, make and regularly review adjustments

under the Equality Act 2010, ensure relevant EHC plan provision is accessible, and involve the local authority where barriers relate to an EHC plan.

Normal but difficult emotions, including worries about friendships, schoolwork or examinations, do not normally mean a pupil should remain absent. Staff will listen, mitigate barriers and provide pastoral support. Time-limited phased returns may be considered where appropriate.

Leave of absence and exceptional circumstances

Leave must be requested in advance using the leave of absence form available from the school office. The Headteacher will consider each application individually, taking account of the specific facts, circumstances and relevant background. The school will not operate a blanket policy that automatically grants leave for any particular event or circumstance. Leave cannot be granted retrospectively.

Generally, a holiday or other absence for leisure and recreation is not an exceptional circumstance. Leave will not be granted for protest activity during school hours. If exceptional leave is granted, the Headteacher determines its length. A flowchart outlining the school's approach to attendance support and decision-making is available is included within the appendices of this policy.

Other forms of lawful leave include regulated performance or employment abroad (Code C1), an agreed interview for another educational institution or employment (Code J1), a temporary part-time timetable (Code C2) and other exceptional circumstances (Code C). Religious observance, illness and medical appointments have their own codes. Study leave is not normally applicable in a primary setting.

Persistent and severe absence: support first

The school will not wait for attendance to fall below 90% before acting. Weekly monitoring will identify emerging patterns and support will be offered early. Where a pupil misses 10% or more of sessions, they are persistently absent and additional targeted support will be put in place with the local authority where appropriate. Pupils missing 50% or more are severely absent and will be prioritised for intensive multi-agency support.

Support will begin by listening to the pupil and family, understanding barriers at home, in school and beyond the school gate, agreeing actions and providing or facilitating help. The school will monitor impact and adapt the plan. Waiting lists for an external service will not prevent the school or local authority considering other temporary support.

Where severe unauthorised absence continues after all appropriate support and provision have been facilitated, this may indicate neglect. The Designated Safeguarding Lead will consider referral for a children's social care assessment in line with safeguarding procedures.

Formal support and legal intervention

Legal intervention applies only to pupils of compulsory school age and is considered case by case. Where voluntary support is unsuccessful or not engaged with, the school will work with the local authority to consider an attendance contract, Education Supervision Order, attendance prosecution, parenting order or penalty notice. Safeguarding duties, individual circumstances and Equality Act 2010 obligations will be considered.

An attendance contract is a formal written, non-binding agreement designed to secure engagement with support. It will set out the parent's actions, support offered and duration. An Education Supervision Order must be fully considered by the local authority before prosecution.

National Framework for penalty notices

- All state-funded schools must consider whether a penalty notice is appropriate when there are 10 sessions of unauthorised absence within a rolling 10-school-week period. The weeks may span terms and school years, and the sessions may be any combination of Codes G, N, O and U.

- The school will consider whether support is appropriate, whether a penalty notice is the best tool to change behaviour and any Equality Act duties. A penalty notice is normally appropriate for an unauthorised holiday where support would not address the cause.
- Where support is appropriate but has not worked or been engaged with, a Notice to Improve will usually provide a final opportunity. The improvement period must be between 3 and 6 weeks and state the required improvement and circumstances in which a notice may be issued earlier.
- The first penalty notice to a parent for a particular pupil is £160, reduced to £80 if paid within 21 days. A second within 3 years is £160 with no reduction. A third cannot be issued within that 3-year period; alternative action, often prosecution, will be considered.
- A separate penalty notice may be issued where a parent allows a pupil to be in a public place without reasonable justification during school hours in the first 5 days of suspension or permanent exclusion after being notified. This is £120, reduced to £60 if paid within 21 days, and does not count toward the two-notice limit.
- Penalty notices are administered under the local authority Code of Conduct. There is no right of appeal. If unpaid after 28 days, the local authority must decide whether to prosecute for the original offence or withdraw the notice.
- Court outcomes may include a fine of up to £1,000 for an offence under section 444(1) of the Education Act 1996, or up to £2,500 and/or a community order or imprisonment for up to 3 months under section 444(1A).

Missed learning and return to school

Every school day missed is an opportunity missed. The school will support pupils returning after a lengthy or unavoidable absence to rebuild confidence and bridge learning gaps. Arrangements will be proportionate to age, need and length of absence; work should not be used in a way that discourages a pupil's return.

Class teachers will identify priority knowledge and provide age-appropriate catch-up support. Parents are asked to support any short, agreed activities without creating additional anxiety about returning.

Part-time timetables

- All pupils of compulsory school age are entitled to full-time education. A temporary part-time timetable may be used only in very exceptional circumstances, where it is in the pupil's best interests and meets individual need. It must not be used to manage behaviour.
- It requires agreement between the school and the parent with whom the pupil normally lives, a clear ambition within a wider support, health-care or reintegration plan, regular reviews involving the pupil and parent, and a proposed end date.
- It must operate for the shortest time necessary. In limited cases, a pupil with a long-term health condition may need a prolonged arrangement, but it must remain under regular review.
- The school will keep any social worker involved, discuss the arrangement with the local authority where the pupil has an EHC plan, and follow local authority notification requirements.
- Registration still takes place at the same time for all pupils. Code C2 is normally used for agreed sessions not required under a temporary part-time timetable; Code X may apply to a non-compulsory-school-age pupil. C2 must not be used for dual registration, flexi-schooling or full-time education split across settings.

Off-site provision, alternative provision and dual registration

Pupils attending off-site or alternative provision remain part of the school community and are often vulnerable. The school will confirm attendance daily, require the provider to notify it promptly of any absence, pursue absence with parents and take safeguarding action where contact cannot be established.

Code K is used for education arranged by the local authority and the nature of the provision must also be recorded. Code B is used for other approved educational activity arranged by the school. Codes B, P and W require physical supervision by an appropriately skilled person; virtual activity alone does not qualify. Any non-attendance at the provision must be recorded using the appropriate absence code.

Code D may only be used where the pupil is also on the admission register of another school and is scheduled to attend that other school for the session. The school the pupil was due to attend records the actual attendance or absence code; the other school records D. Both schools must have arrangements to follow up unexpected absence.

Remote education

Remote education does not make a pupil statistically present. The most appropriate absence code must still be used. In line with DfE guidance, remote education will be used only as a last resort after reasonable adjustments have been considered, and as part of a wider plan supporting reintegration and return to school. Engagement may be monitored separately from the attendance register.

Elective home education and deregistration

Parents have the right to educate their child at home. The school will invite families to discuss concerns so that support and solutions can be explored, but will not pressure a parent either to electively home educate or to keep a child registered.

For a pupil at a mainstream school, Ground F of regulation 9(1) applies where the parent has notified the school in writing that the pupil will cease attending after a stated day to receive education otherwise than at school, that day has passed, and no school attendance order naming the school is in force. The school will make the statutory deletion return to the local authority within 5 days and follow current local procedures. Additional local authority consent is required before deleting certain pupils from a special school.

Admission register and deletion from roll

The admission register is electronic and a pupil's name may be deleted only when a ground in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is fully met. Deletion must never be used to manage attendance or performance and must not be retrospective. The admission and attendance registers must be updated on the same date.

If a pupil was added without the required agreement or notification and has never attended, the invalid registration must be deleted as soon as possible under regulation 6. Where a pupil transfers, the original school removes the name when the pupil is entered on the new school's register, subject to the statutory exceptions for school attendance orders, mobile pupils and dual registration.

Ground G may apply where a pupil no longer normally lives a reasonable distance from the school and there are no reasonable grounds to believe they will return. "Reasonable distance" is assessed case by case, including family circumstances, safe walking routes and available transport. Temporary or occasional absence does not change where the pupil normally lives.

Ground I (20 continuous school days) is tightly limited. Only Codes G, N or O may have applied; there must be no reasonable ground to believe illness or unavoidable cause prevents attendance; and the school and local authority must jointly make reasonable enquiries and either fail to locate the pupil or agree there is no reasonable ground to believe the pupil will return even with reasonable support or enforcement. Twenty days alone never authorises deletion.

Following permanent exclusion, deletion is not permitted until the outcome of consideration of reinstatement and any independent review is known. Where a pupil has an EHC plan or attends a special school, the school will apply the additional statutory safeguards and liaise with the local authority.

Children missing education and safeguarding

- The school will hold more than one emergency contact number where reasonably possible and use risk-based enquiries immediately when a pupil's whereabouts are unknown.
- Unexplained absence for a pupil with a social worker and/or youth offending team worker will be shared promptly with that professional. They will also be informed if deletion from roll is being considered.
- Where contact cannot be established, the Designated Safeguarding Lead and attendance staff will use proportionate enquiries, home visits, partner checks and referrals; the school will not wait for an arbitrary number of days where risk requires earlier action.
- The local authority will be notified of continuous unauthorised absence and children missing education in accordance with statutory returns and local procedures. Police welfare checks and children's social care referrals will be used where the risk assessment indicates they are necessary.

Young carers

Young carers must be recorded in the school census. Where caring responsibilities contribute to absence, the school will work with the pupil and family, facilitate early help and support from relevant organisations, and request or support access to a local authority young carer's needs assessment where the statutory criteria are met.

Attendance administration and statutory returns

- Admission and attendance registers will be kept electronically. Every entry must be preserved for 6 years from the date it was made.
- Any amendment must retain the original entry, amended entry, reason, date and name of the person making it. Attendance is a record at the time the register was taken and is amended only where needed to correct or complete the reason.
- New pupil returns and deletion returns will be made to the local authority within 5 days where required. Address and new-school information will be updated promptly.
- At least monthly, or at the frequency agreed locally, the school will provide the local authority with statutory attendance returns for compulsory-school-age pupils who fail to attend regularly or have 10 continuous school days coded G, N, O and/or U.
- A sickness return will be made where Code I is used and the school reasonably believes a pupil will miss 15 consecutive school days, or 15 days cumulatively in the school year, because of illness.
- State-funded schools will meet DfE requirements for sharing daily attendance data from the management information system.

Monitoring and use of attendance data

- Monitor and analyse weekly patterns, early indicators and changes at pupil, cohort and year-group level, including punctuality.
- Provide regular reports to class teachers and leaders, including the SENDCo, Designated Safeguarding Lead and pupil premium lead.
- Use frequent individual-level analysis across all severities of absence rather than focusing only on persistent and severe absence.
- Conduct half-termly, termly and annual analysis of pupils, cohorts, attendance codes, days and patterns, including class and transition patterns where appropriate.
- Benchmark whole-school, year-group and cohort data against local, regional and national data and similar schools.
- Include cohorts relevant to the school context, including sex, year group, SEND/disability, social worker, looked-after status, young carers, free-school-meal eligibility and backgrounds with historically lower attendance.
- Set specific strategies in response, monitor their impact and adapt them where evidence shows limited improvement.
- Report to the Local Governance Committee, Trust Board and local authority Targeting Support Meetings, maintaining a clear focus on persistent and severe absence.

Support, recognition and sanctions

All schools in the Trust seek to act early and provide high-quality teaching, curriculum flexibility, pastoral support, mentoring, reasonable adjustments and multi-agency help. Where a pupil's absence causes concern, an appropriate leader will coordinate a support plan and access internal, local authority or wider services.

Schools may praise and recognise good attendance and, importantly, improvement. Recognition will be used sensitively, without discrimination and with reasonable adjustments so that pupils with medical conditions, SEND, disabilities or other protected needs are not disadvantaged.

Where lateness, truancy or leaving the site is a deliberate behaviour, proportionate consequences may be applied under the school behaviour policy. Consequences will not replace investigation of barriers, safeguarding action or reasonable adjustment.

Publication, accessibility and review

The completed policy will be published on each school website, provided with joining information, brought to parents' attention at the start of every school year and communicated when updated. It will be available in accessible formats on request. The Trust and schools will review it as barriers and legislation evolve and will seek the views of pupils and parents as part of review.

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Appendix 1 - National attendance and absence codes

This appendix summarises the July 2026 position. Where there is uncertainty, staff must consult regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024 and Chapter 8 of Working together to improve school attendance. The primary reason for absence must be used and any statutory precedence between codes applied.

Code	Meaning	Statistical treatment	Key rule
/ \	Present at school (morning / afternoon)	Attending	Only where physically present during registration.
L	Late before register closes	Attending	Arrival after taking begins but before the published closing time.
K	LA-arranged education provision	Approved educational activity	Record the nature of provision; provider must report absence.
V	Educational visit or trip	Approved educational activity	Arranged by/on behalf of school and supervised by school staff.
P	Approved sporting activity	Approved educational activity	Educational, approved and physically supervised by an appropriate person.
W	Work experience	Approved educational activity	Must be approved, educational and physically supervised.
B	Other approved educational activity	Approved educational activity	Off-site, educational, approved and physically supervised; not virtual-only provision.
C1	Regulated performance/employment abroad	Authorised absence	Requires the relevant licence, Justice approval or BOPA.
M	Medical or dental appointment	Authorised absence	Leave granted for the minimum necessary appointment time.
J1	Interview for employment or admission	Authorised absence	Requested in advance for another institution or future employment.
S	Study leave for public examination	Authorised absence	Only for public examinations, not mocks; not normally applicable to primary pupils.
X	Non-compulsory-age pupil not required to attend	Not a possible attendance	Only for agreed non-timetabled sessions; use another code if timetabled.
C2	Temporary part-time timetable	Authorised absence	Exceptional, agreed and time-limited; not for flexi-schooling, dual registration or split full-time education.
D	Dual registered at another school	Not a possible attendance	Only when also on that school's roll and scheduled there for the session.
C	Exceptional-circumstance leave	Authorised absence	Individual decision in advance; also used for agreed flexi-schooling sessions not attended.
T	Parent travelling for occupational purposes	Authorised absence	For a mobile child travelling with parent in the course of trade/business; not a general traveller absence code.
R	Religious observance	Authorised absence	A day exclusively set apart by the parent's religious body.
I	Illness	Authorised absence	Physical or mental illness; no routine or blanket medical-evidence requirement.
E	Suspended or permanently excluded	Authorised absence	While still on roll and no alternative provision is attended for the session.
Q	Lack of access arrangements	Not a possible attendance	Use only in the statutory circumstances where required access/travel arrangements have not been made.
Y1	Transport normally provided unavailable	Not a possible attendance	School beyond walking distance and usual school/LA transport is unavailable.
Y2	Widespread travel disruption	Not a possible attendance	Local, national or international emergency disrupts travel.

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Code	Meaning	Statistical treatment	Key rule
Y3	Part of premises closed	Not a possible attendance	Pupil cannot practicably be accommodated in the usable part.
Y4	Unexpected whole-school closure	Not a possible attendance	Unplanned closure when school was due to meet; not planned holidays/INSET.
Y5	Criminal justice detention	Not a possible attendance	Police detention, remand to youth detention or sentence of detention.
Y6	Public-health guidance or law	Not a possible attendance	Pupil is well enough but attendance/travel would conflict with applicable infection law or government guidance.
Y7	Other unavoidable cause	Not a possible attendance	Emergency affecting the pupil, not merely the parent; record the nature of the cause.
G	Holiday not granted	Unauthorised absence	Holiday leave was refused or not requested in advance; never authorise retrospectively.
N	Reason not yet established	Unauthorised absence	Replace within 5 school days with the correct code or O if no reason is established.
O	Other/unknown unauthorised absence	Unauthorised absence	No reason established or reason does not meet an authorised code.
U	Arrival after register closed	Unauthorised absence	Late after published closing time unless another authorised absence code applies.
Z	Prospective pupil not on roll	Administrative	For advance setup only; follow up failure to attend agreed start date.
#	Planned whole-school closure	Administrative	Planned closure such as holidays, weekends, INSET or polling day.

Classification note: approved educational activity is statistically attending; authorised and unauthorised codes are statistically absent; “not a possible attendance” codes are excluded from the attendance denominator.

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Relevant legislation and guidance

- Education Act 1996 and Education Act 2002
- Children Act 1989 and Children Act 2004
- Anti-social Behaviour Act 2003
- Education and Inspections Act 2006
- Equality Act 2010
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education (Penalty Notices) (England) Regulations 2007, as amended
- Working together to improve school attendance (DfE, July 2026)
- Keeping children safe in education and Working Together to Safeguard Children
- Children missing education
- Supporting pupils at school with medical conditions
- Arranging education for children who cannot attend school because of health needs
- SEND Code of Practice: 0 to 25 years
- Elective home education
- Alternative provision statutory guidance
- Suspension and permanent exclusion guidance
- Providing remote education

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Appendix 1

Feckenham CE Primary School

Absence Escalation Procedure

Please note: *Attendance is monitored and tracked for individual pupils, groups, and the whole school throughout the year. The escalation procedures we use are intended as a guide, not a rigid rule. Every child's attendance is considered on an individual basis, taking into account their circumstances and the support they may need.*

In some cases, pupils may appear in certain categories because of genuine illness or unavoidable absence early in the school year. When this happens, professional judgement will always be applied, and decisions will reflect the context and what is best for the child.

Percentage	Responsibility	Action
94% - 96%	School Action: Administration Assistant	First day calling will be used as an opportunity to ensure GP guidance is followed and that if children can possibly be in, we encourage it. We will do a safe and well check if we are not able to make contact to verify the child's absence or if we have further concerns. We will liaise with appropriate agencies where necessary. Allow parents to call back at break/lunchtime as a check in if they allow them in when unsure if well enough. Class teacher will feedback to parents straight away at the end of the school day at collection. Class teacher to welcome back once back in school.
91% - 94%	School Action Class Teacher Teaching Assistant	Class teacher to be updated of the children who fall in this category. They will be identified on the persistent absentee tracker which is updated fortnightly. Where children are of non compulsory school age, we will still continue with this agreed escalation procedure in order to embed good habits and support early on. Class teacher and/or teaching assistant to speak to children who have been highlighted and check all is OK. Where safeguarding concerns are identified, these will be reported to a DSL in line with safeguarding procedures. Have a Family Help Offer dialogue if appropriate on a Signs of Safety form Hold a return to school interview if the absence is 5 days or more. We expect a phone call, over an email or a message for reporting absences .

90% or below	School Action as above +	**Pupil is Classed as having persistent absence *19 days will mean they remain PA all year** Class teacher/Teaching assistant to continue regular check ins with the children identified. Depending on the circumstances surrounding the absence, parents are informed either by: • Letter • A supporting Families Plan • A home visit/safe and well check During this meeting we will seek to establish any support needed by the family. Identify barriers for attendance and utilise Family Help Support where possible. If necessary, targets for the child, parent and school agreed. Where appropriate and in line with our policy, parents may be asked to provide reasonable evidence for absences where there is genuine and reasonable doubt. Communicate very clearly the number of days and lessons missed. This could be done verbally or in a letter.
90% or below and no improvement following meeting		**Each case will be treated individually, but no improvement following the interventions will involve:** **A second review meeting where previous discussions and support reviewed. The number of days missed will determine the length of time between these meetings.** **Communicate very clearly the number of days and lessons missed. This could be done verbally or in a letter.** **School will consider referring FFD or for legal action where appropriate at this point.**
75-80% or below	School Action +	**Continue to meet with parents, documenting on Supporting Families template.** **Refer through to FFD if appropriate** **School will consider using the legal process at this point, including prosecution and fixed penalty notices.**

Shires Multi Academy Trust
1366 Evesham Rd, Astwood Bank, Redditch, B96 6BD
hello@shiresmat.org.uk | www.shiresmat.org.uk

Appendix 2

Return to School Interview (For pupils returning after an absence of 5+ days)

Name:..... Class:..... Date:.....

Welcome Back
We're glad to see you back in school! This meeting is to help you settle in and make sure you feel supported.

Attendance Overview
- Days missed this academic year:.....

- Current number of days from being a Persistent Absentee (19 day threshold):.....

Reason for Absence:

.....

How Are You Feeling About Coming Back?:

.....

Catching Up:

.....

Support Plan:

.....

Child's comments

.....

Parent/Carer Comments:

.....

.....

Staff:.....

Parent/Carer: .....

Appendix 3 – Feckenham CE Primary Signs of Safety plan

Parent/child/school all to contribute:

What is working well?	What are you worried about?	What needs to happen?
For example: What works well now to support the child/young person/family when things are going wrong or they are worried? What has been offered to the family before? What support network does the family have?	For example: At this moment in time – what are you most worried about. (*) – are there any specific examples. How worried is the child/young person? How worried is the parent/carer?	For example: What would make things better for the child/young person/children/family? What does the family want to achieve? Are they willing to accept help (consent)? Would an Early Help Family Plan be helpful to the family?

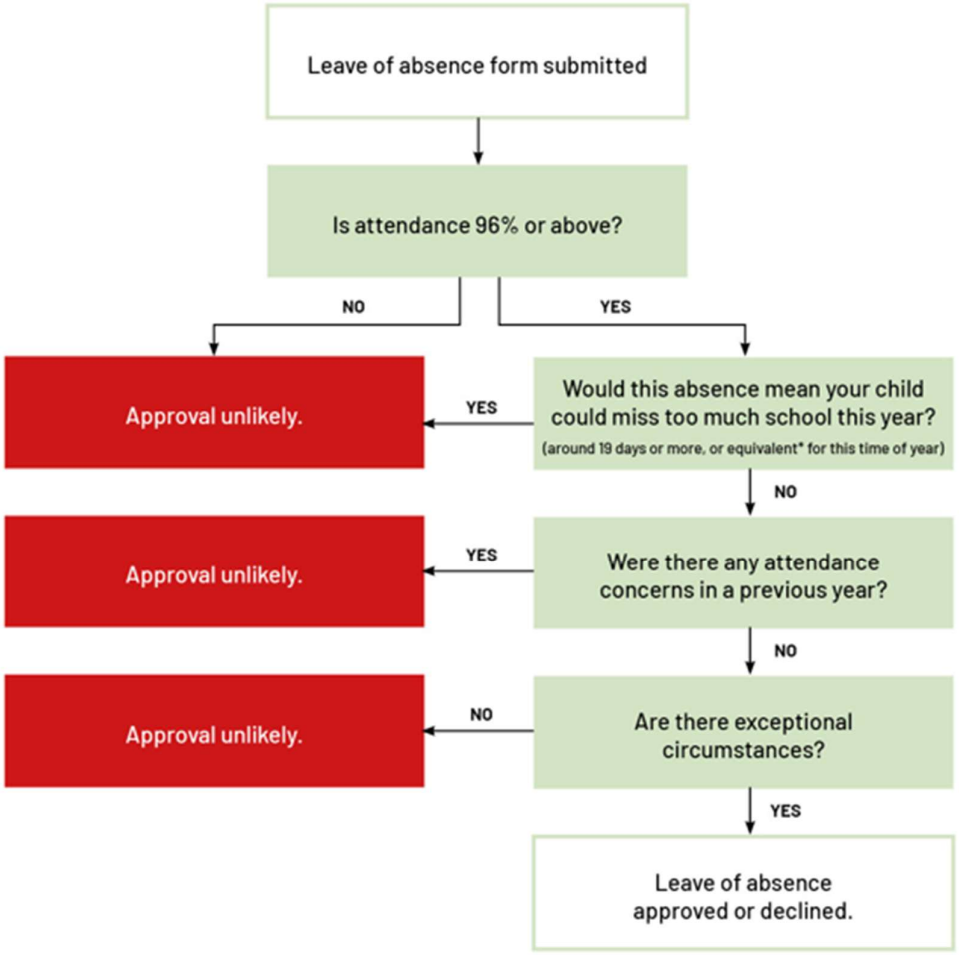
	Parental actions agreed		School actions agreed
	.....to arrive in school at		Meeting ..... before school in to ensure readiness for the day ahead.
	Telephone call by 9:00am on every day of absence, providing a reason and a contact telephone number for the day.		Attendance at breakfast club.

	Parent will provide consent for administration of medication below while at school:		Provision of uniform / breakfast bar / equipment / other:
	Parent will provide medical evidence for any future absence.		Make contact with …… To offer further support.
	Parent will ensure suitable sleeping pattern (removing devices / access to internet if necessary).		
	Parental email daily to inform of any issues faced before school.		
	Additional comments/actions agreed:		

I confirm that this Attendance Action Plan was agreed by all present.

Parent:	DSL:
Family Support Worker:	Other Agency:

Appendix 4



*** Equivalent for this time of year means roughly:**

- Autumn 1 (Sept-Oct): about 3-4 days
- Autumn 2 (Nov-Dec): about 6-7 days
- Spring 1 (Jan-Feb): about 9-10 days
- Spring 2 (Feb-Easter): about 12-13 days
- Summer 1 (Apr-May): about 15-16 days
- Summer 2 (June-July): 19 days or more